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ABSTRACT

A unique aspect of the Arizona career ladder project is the fact that each district was allowed to develop its own program design at the local level; to be evaluated on its own merits; and to initiate improvements cyclicly throughout the duration of the pilot-test. This document depicts outline descriptions for each of the 15 pilot-test districts. Each district has developed its own design, tailored to local direction. However, all programs contain: (1) developmental and competency steps or levels; (2) evaluation criteria for placement based on performance, personnel involved in making evaluations, quantity of classroom observations for evaluation, and the variety of sources of performance assessment other than classroom observations; (3) plans and procedures for showing student achievement; and (4) other key components unique to each district. (JD)

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EDUCATIONAL CHANGE AND REFORM

Program Designs and Structures

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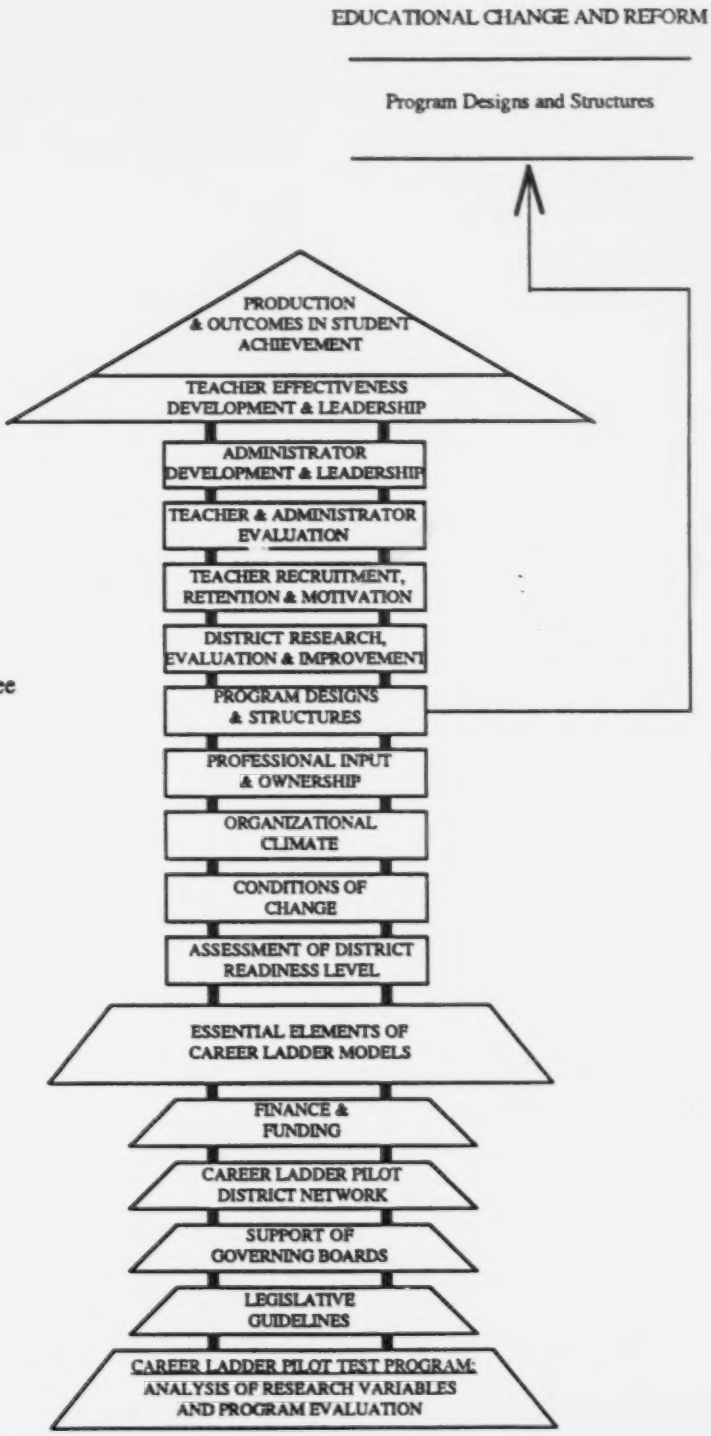
EDUCATIONAL CHANGE AND REFORM
Program Designs and Structures
PRODUCTION & OUTCOMES IN STUDENT ACHIEVEMENT
TEACHER EFFECTIVENESS DEVELOPMENT & LEADERSHIP
ADMINISTRATOR DEVELOPMENT & LEADERSHIP
TEACHER & ADMINISTRATOR EVALUATION
TEACHER RECRUITMENT, RETENTION & MOTIVATION
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FINANCE & FUNDING
CAREER LADDER PILOT DISTRICT NETWORK
SUPPORT OF GOVERNING BOARDS
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CAREER LADDER PILOT TEST PROGRAM:
ANALYSIS OF RESEARCH VARIABLES AND PROGRAM EVALUATION

A Model of Interrelated Components of Program Support and Focus

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PROGRAM DESIGNS AND STRUCTURES

One important and interrelated component which has been identified through the career ladder research and evaluation project relates to the way in which programs are organized, structured, and/or designed. In her dissertation study, Bierlein (1985) initiated an "outline description" of career ladder program structures for the Phase I districts. This procedure has been continued and expanded to include Phase II and Phase III districts with involvement of the efforts of the legislative research staff in cooperation with all pilot-test districts.

Differing from reform movements of this type in other states, a unique aspect of the "Arizona approach" is the fact that each district was allowed to develop its own program design at the local level; to be evaluated on its own merits; and to initiate improvements cyclicly throughout the duration of the pilot-test. Most plans and policies in other states were basically set at some bureaucratic/governmental level, far removed from local initiative. Furthermore, the important factors of professional input and ownership were lacking.

It is interesting to note the similarity of general program structure and design across locally developed district plans with insured teacher input. This document depicts outline descriptions for each district, organized in a standard sequence as follows:

I. Career Levels. This component shows the number of levels or program steps and the minimum and maximum number of years required to proceed through the ladder sequence.

II. Evaluation. The evaluation section identifies and includes: (1) the total number of input criteria and their descriptors or components for placement of teachers at evaluated competency levels, including steps within each level; (2) the procedures and quantity of evaluation observations, conferences and personnel conducting the evaluation, i.e., administrators or other trained evaluators; and (3) teacher performance documentation involving factors related to growth plans, portfolios, accomplishment of teaching objectives, self-assessment, focused and accredited study, professional conferences, leadership activities and curricular and instructional program participation.

III. Student Achievement. The central focus conveyed in all career ladder plans for all districts relates to enhancement of student learning and achievement.

IV. Other Key Components. There are a variety of components which tend to be unique to individual district plans. Allowance of widely varying districts (in terms of size, resources, etc.) to develop key components, fitting their own local conditions, is found to be an extremely positive factor when one makes comparisons to other state plans.

Phase I Districts

1. Amphitheater

I. Career Levels

A. Career Teacher

Minimum 3 years in-district experience.

B. Career Teacher II

Minimum 5 years.

C. Career Teacher III

Minimum 8 years.

D. Career Teacher IV

Minimum 11 years.

- Each level contains 6 steps.
- No maximum time limit for any level.

II. Evaluation

A. Criteria

Placement based on points accumulated on the evaluation instrument (Amphitheater Teacher Performance Evaluation System).

1. Evaluation Components

a. Factor 1 - Certified Evaluator Process - 65%

1) Subfactor 1 - Instructional Skills 35%

2) Subfactor 2 - Professional Responsibilities 3%

3) Subfactor 3 - Professional Duties 2%

4) Subfactor 4 - Professional Growth Plan 25%

b. Factor 2 - Student Achievement - 35%

Subfactor 1 - Student Achievement Results 35%
(knowledge, application, and affective areas)

2. Level Requirements

a. Level I - 38 to 63 points

b. Level II - 44 to 74 points

c. Level III - 53 to 83 points

d. Level IV - 64 to 99 points

B. Procedures

1. Evaluation process for initial placement/level movement or when a person has remained on a level for 5 years, includes 10 observations (3 announced, 4 unannounced, and 3 unannounced during an announced week) by a 3-member team consisting of an administrator and 2 peer evaluators.

2. Evaluation process for step movement includes 3 unannounced observations during an announced week conducted by a 3-member team consisting of an administrator and 2 peer evaluators.

3. At petition year conclusion, the career advancement committee reviews and rates portfolio and determines evaluation points.

C. Teacher Documentation

1. Portfolio - to document evidence of overall performance.

2. Contents - application (petition statement, vita); evaluation (instructional skills, professional responsibilities and duties); professional growth plan; professional activities; student achievement data; miscellaneous (awards, letters of recommendation).

3. Reviewed by the Career Advancement Committee consisting of 1 building administrator, 1 peer evaluator, and 1 pool member.

III. Student Achievement

A. Requirements

Documentation of student achievement required for advancement as evidenced by the results of a teacher-developed Student Achievement Action Plan. Student achievement plans must be reviewed and approved at the beginning of the school year by a career advancement committee consisting of 1 building administrator, 1 peer evaluator, and 1 pool member. Results of student achievement plan are reviewed at the end of the school year by the career advancement committee (see C).

B. Higher Level Assessment

The same standards apply at each level; however, teachers cannot advance to higher levels without accumulating additional points.

C. Measurement

Achievement assessed using combination of standardized tests/criterion-referenced measures.

IV. Other Key Components

A. Additional responsibilities required - peer evaluator, career advancement committee pool member, mentor, support group leader.

B. Not mandatory for new teachers.

C. Appeal process - according to district policy.

D. Downward movement possible.

2. Apache Junction

I. Career Levels

A. Level 1 - Beginning Teacher Stage

Maximum time limit of 3 years, minimum 2 years; contains 3 steps; focus - student behavior management planning, human development, interpersonal skills, instructional delivery, and professional development.

B. Level II - Advanced Development

No maximum time limit; contains 5 steps; focus - student behavior management, planning, human development, interpersonal skills, instructional delivery, and professional development.

C. Level III - Master Teacher

No maximum time limit; contains 4 steps; focus - mastery of skills in the areas of communication, special education, and gifted education.

II. Evaluation

A. Criteria

Placement related to classroom performance and based on evaluation of 70 performance educators.

B. Procedures

1. Evaluation conducted by principal.
2. Includes pre-conference for portfolio discussion and post-conference for evaluation discussion.
3. Includes announced observations (Level 1 - minimum 4 [2 evaluations]; Level II - minimum 3 [1 evaluation]; Level III - minimum 2-3 [1 evaluation], 4 unannounced observations throughout year).

C. Teacher Documentation

1. Portfolio contents - samples of instruction plans and objectives; indicators of student progress; samples of tests and testing procedures; diagnosis of student ability; plans for instructing at a variety of levels; classroom policies, rules, and procedures; and records of professional experience and development.
2. Portfolio reviewed by principal at pre-conference.

III. Student Achievement

A. Requirements

Teachers must submit objectives and demonstrate progress towards those objectives as evidenced by portfolio contents. If student progress has not been achieved, portfolio must provide explanation and suggest possible remedies.

B. **Higher Level Assessment**

Higher level of achievement is not currently required for higher career levels. District is conducting pilot study on this concept.

C. **Measurement**

Achievement assessed through Iowa Test of Basic Skills, Stanford Achievement Test, criterion-referenced tests, and cognitive abilities tests.

IV. **Other Key Components**

A. Additional responsibilities - required for Level II (involvement in at least 1 school committee and may be required to be a mentor teacher); Level III, step 4, may be required to be a peer evaluator, peer trainer, or demonstration instructor.

B. Mandatory for new teachers.

C. Appeal by Committee Review (Professional Advisory Council).

D. Downward movement possible.

3. Cave Creek

I. Career Levels

A. Step A - Entry Level

Focus - entry level skills.

B. Step B - Continuing

Focus - instructional delivery skills; principle classroom case.

C. Step C - Advanced

Focus - advanced instructional delivery skills.

D. Step D - Master

Focus - mastery of all district principles of effective instruction.

E. Step E - Specialist

Focus - full-time classroom teacher or part-time classroom teacher and part-time district specialist.

- Minimum 2 years at each level.
- No maximum time limit for any level.

II. Evaluation

A. Criteria

Placement based on evaluation of mastery of specific observable teaching competencies, student achievement, and additional responsibilities.

B. Procedures

1. Evaluation conducted by administrator or administrator's designee.

2. Includes classroom observation (Step A - minimum 6 [2 evaluations]; Step B - minimum 6 for probationary teacher [2 evaluations] + minimum 3 for continuing teacher [1 evaluation]; Step C, D, E - minimum 3 [1 evaluation]).

C. Teacher Documentation

No formal documentation required for evaluation process.

III. Student Achievement

A. Requirements

Formal documentation of achievement required for placement/advancement by assessing a minimum number of approval measures.

B. Higher Level Assessment

The minimum number of instruments used for student achievement increases with advancement in the program (Step A-3; Step B+C-5; Step D+E-7).

C. Measurement

Achievement assessed through pre- and post-testing, norm-referenced tests, criterion-referenced tests, standardized tests, quizzes, chapter review tests or other approved methods.

IV. Other Key Components

A. Additional responsibilities - 1) includes participation in professional responsibilities related to professional growth plan (ex., campus duties, community involvement, club sponsorship), and 2) participation: may be undertaken at Step A and Step B with administrative approval assessment; expected at Step C; required at Step D; not applicable at Step E.

B. Mandatory for new teachers.

C. Appeal process - district grievance policy.

D. Downward movement possible.

E. District provides "Professional Growth Opportunity" (district allots up to $1,000 per fiscal year for each teacher to pay for professional growth activities).

4. Flowing Wells

I. Career Levels

A. Pre-Entry

One year for in-district teacher; 2 years for probationary new teacher.

B. Career Level I

Minimum 3 years.

C. Career Level II

Minimum 4 years.

D. Career Level III

Minimum 5 years.

E. Career Level IV

Minimum 6 years.

- Three steps within each level.
- No maximum time limit for any level.
- Focus on all levels: planning, teacher performance, student needs, collegial support, and professional growth.

II. Evaluation

A. Criteria

Placement based on points accumulated on the evaluation instruments.

1. Evaluation Components

a. Observer Evaluator Rating (Summative Evaluation). 60+ points

b. Action Plan (Formative Evaluation). 25 points

c. Special Projects and Form (5 projects optional). 10 points

d. Advisory Assessment Team Assessment (form). 5 points

2. Level Requirements

a. Level I - 70 to 90 points

b. Level II - 75 to 90 points

c. Level III - 80 to 90 points

d. Level IV - 85 to 95 points

B. Procedures

1. Summative evaluation conducted by peer evaluators; formative evaluation conducted by principal, instructional coordinator, and mentor teacher.

2. Includes classroom observations by instructional coordinator, principal, mentor and observer/evaluator; number of observations varies with level of placement (7-12 observations).

C. Teacher Documentation

1. Action plan to establish long-term goals for teacher growth and development and to document student progress.

2. Action plan included in formative evaluation for placement consideration.

3. Reviewed by Career Ladder Steering Committee.

III. Student Achievement

A. Requirements

Each teacher's Action Plan must indicate an instrument and plan whereby student growth can be objectively measured. Pre- and post-test criteria are specified and student growth documentation is provided.

B. Higher Level Assessment

The Action Plan criteria are the same for all teachers participating in the career ladder. The more points received for this component, the greater the chances of a higher placement.

C. Measurement

Instruments to measure achievement objectively will vary from plan-to-plan.

IV. Other Key Components

A. Additional responsibilities increase with level advancement and may include: planning/designing grade level or department projects; peer coach; developing multi-disciplinary project; acting as a resource for other teachers; developing community projects; school-wide task analysis; providing leadership for other levels; participating in school-wide programs; and involvement in district-wide community.

B. Mandatory for new teachers.

C. Appeal process - district grievance policy.

D. Downward movement possible.

5. Kyrene

I. Career Levels

A. Residency Level (Entry Level)

Focus - basic teaching skills required for continued employment.

B. Professional Level I

Minimum 3 years at residency.

C. Professional Level II

Minimum 3 years at Level I.

D. Professional Level III

Minimum 3 years at Level II.

E. Professional Level IV

Minimum 3 years at Level III.

- Three steps within each level.
- After 1988-89, salary may be frozen if teacher does not continue to progress to next level.
- All levels focus on classroom teaching skills.
- Three-year minimum requirement may be waived through accelerated skills development option.

II. Evaluation

A. Criteria

Placement based on total evaluation points.

1. Evaluation Components - skills demonstration; demonstration of student progress; professional growth plan; professional development.

2. Level Requirements

   a. Residency Level - 74 to 88 points

   b. Professional Level I - 97 to 111 points

   c. Professional Level II - 118 to 134 points

   d. Professional Level III - 140 to 155 points

   e. Professional Level IV - 158 to 174 points

B. Procedures

1. Evaluation conducted by immediate supervisor.

2. Includes formal classroom observations, interviews, and post-observation conferences: Minimum 1 observation and conference for continuing teacher, and minimum 2 observations and conferences for probationary teacher. (Generally involves 5-8 observations.)

C. Teacher Documentation

Each teacher required to develop Professional Growth Plan identifying professional growth objectives; accomplishment of objectives is assessed during evaluation process. Required to do self-assessment on skills and to have written documentation of planning and of student progress.

III. Student Achievement

A. Requirements

Documentation of student achievement required for advancement as evidenced by the Demonstration of Student Progress Component of the evaluation. (Written plan of documentation required.)

B. Higher Level Assessment

Higher levels of expertise are expected as teachers progress up the ladder. Student achievement is one of four major components of each level's point requirements.

C. Measurement

Achievement assessed through norm-referenced tests, criterion-referenced tests, teacher tests, student products, or other measures as established by the teacher and the supervisor.

IV. Other Key Components

A. Additional responsibilities - required for advancement; school/district leadership, collegial support (e.g., peer assistance) Kyrene Instructional Strategies series, District staff development courses, workshops, and seminars, in-service training, course work, internships, and field work.

B. Mandatory for new teachers.

C. Downward movement possible.

D. Appeal by committee review (Career Ladder Advisory Council) and by district personnel procedures.

E. Incentive pay options available: distinguished educator incentive, in-class incentive, school specific supplemental, district-wide supplemental. Mentor teacher option, instructional innovator mini-grant option.

6. Peoria

I. Career Levels

A. Level I - Probationary Teacher

Teacher new to district.

B. Level II - Continuing Teacher

A non-CLP teacher with more than 3 years experience.

C. Level III - Career Ladder Teacher

Minimum 2 years experience at time of application.

D. Level IV - Career Ladder Teacher

Minimum 9 years experience (3 years in-district, 6 steps within level).

E. Level V - Career Ladder Teacher

Minimum 9 years experience (7 years in-district, 6 steps within level).

- All levels focus on teaching skills and effort; emphasis is on teaching the higher-level thinking skills of analysis, synthesis, and evaluation through the use of writing assignments and creative projects as a basis of documentation of student achievement.

II. Evaluation

A. Criteria

Placement based on evaluation points: 1) Classroom Teacher Assessment Instrument (CTAI), and 2) unannounced classroom evaluation instruments.

1. Evaluation Components

a. Excellence in teaching:

1) formal observation,

2) unannounced observation,

3) assessment instrument conference (CTAI).

b. Professional enhancement activities (minimum 15 hours of participation, e.g., textbook selection committee).

c. Professional expertise (minimum 15 credit hours of accredited study, or equivalent).

2. Level Requirements

a. Level III - Career Ladder Teacher - 13 to 17 evaluation points

b. Level IV - Career Ladder Teacher - 18 to 23 evaluation points

c. Level V - Career Ladder Teacher - 24 to 29 evaluation points

B. Procedures

1. Evaluation conducted by school building level administrators; if more evaluators are available than is required, the teacher randomly selects an evaluator.

2. Evaluation process includes announced and unannounced classroom observations. Initial applicants must have 2 successful pre-announced evaluations. Continuing participants must have 1 successful evaluation previously announced. All must further qualify through 2 successful unannounced observations.

C. Teacher Documentation

Portfolio: Documentation of hours of accredited study, education-related reading, conferences, presentations, and/or travel required for professional expertise evaluation component (minimum 15 credit hours); evidence of leadership and participation in school/district programs required for professional enhancement evaluation component (minimum 15 hours of active participation); documentation of student achievement.

III. Student Achievement

A. Requirements

Documentation of student achievement required for advancement as evidenced by the Career Ladder Assessment Instrument Evaluation Component.

B. Higher Level Assessment

Teachers are expected to demonstrate higher levels of student progress as they advance on the ladder. Minimum requirements for entry increase by 20% as a teacher advances to the highest level of the plan.

C. Measurement

Achievement assessed through classroom observations and documentation of assignments to promote higher-level thinking skills (compositions, projects, performances, essays).

IV. Other Key Components

A. Additional responsibilities: none required except as part of professional enhancement activities which may include: club sponsor, cooperating teacher, curriculum development, accredited study, staff development, professional organizations, publications, and building positions/committees.

B. Not mandatory for new or continuing teachers.

C. Appeal by committee review (Structural Appeal Committee, Equity Appeal Committee).

D. Downward movement possible.

7. Sunnyside

I. Career Levels

A. Level I

Minimum 1 year; maximum 5 years; focus - classroom teaching performance.

B. Level II

Minimum 1 year in-district; no maximum; focus - classroom performance and sharing expertise (teaming).

C. Level III

Minimum 5 years in-district; no maximum; focus - classroom performance, teacher development, monitoring/teaming, and curriculum planning.

D. Level IV

Minimum 1 year at Level III; no maximum; focus - classroom performance, in-service training, district planning, district resource, and leadership.

II. Evaluation

A. Criteria

Placement determined according to evaluation and portfolio score.

1. Evaluation Components

   a. Instructional Competence

   b. Personal Characteristics

   c. Professional Attitude and Growth

2. Level Requirements

   a. Level I - "competent"

   b. Level II - "outstanding"

   c. Level III - "outstanding"

   d. Level IV - "outstanding"

B. Procedures

1. Evaluation conducted by administrator or administrator's designee.

2. Includes minimum 1 classroom observation for Level I teachers by Assistant Superintendent in charge of Curriculum and Instruction.

3. Level IV - required to pass Comprehensive Review Panel.

C. Teacher Documentation

1. Portfolio required to assess performance and potential for success on the career ladder.

2. Contents:

a. Level I - performance evaluation, evidence of training (45 hours).

b. Level II - performance evaluation, evidence of training (15 hours), additional responsibilities.

c. Level III - Professional Growth Plan, evidence of student progress, performance evaluation, mentoring/teaming activities, plan of action for student progress.

d. Level IV - Level II contents plus plan of action for district-wide student academic progress or teacher training.

III. Student Achievement

A. Requirements

Teachers develop behavioral objectives and action plans oriented toward student achievement. Evidence of progress is documented in the portfolio with a maximum total relative weight of one-third of the total portfolio points.

B. Higher Level Assessment

The criteria for addressing student achievement is consistent for all levels, but increased evidence of mastery is required for higher levels. Upward movements on the ladder can occur with teacher accumulation of portfolio points on the student achievement sections.

C. Measurement

Achievement assessed through criterion-referenced tests, norm-referenced tests, content mastery tests, attitude modification measures, behavioral change indicators, creative application, student projects, and student participation indicators.

IV. Other Key Components

A. Additional responsibilities - requirements vary with level: in-service training (45 hours - Level I, 15 hours - Level II); attendance at professional growth workshops (Level I, Level II); additional days (Level I-3, Level II-5, and Level IV-10); participation in school or district committee (Level II); conduct in-service activity (Level III); mentor teacher to Level I (Level III), team teacher.

B. Mandatory for new teachers.

C. Appeal by committee review (Career Ladder Advisory Council).

D. Downward movement possible.

Phase II Districts

1. Catalina Foothills

I. Career Levels

A. Entry Level

Minimum 2 years.

B. Level I

Minimum 2 years.

C. Level II

Minimum 2 years.

D. Level III

Minimum 2 years.

E. Level IV

Minimum 3 years.

- Six steps within each level.
- Focus of each level - teaching competency and proficiency.

II. Evaluation

A. Criteria

Placement determined by evaluation score and professional growth plan evaluation (the latter for tenured teachers).

1. Evaluation Components

   a. Lesson Planning

   b. Classroom Management

   c. Teaching Practices

   d. Positive Interpersonal Relations

   e. Professional Responsibilities

2. Level Requirements

   a. Levels I, II, and III - proficiency in 13 of 17 evaluative criteria.

   b. Level IV - proficiency in 14 of 17 evaluative criteria.

   c. Level V and VI - proficiency in 15 of 17 evaluative criteria.

B. Procedures

1. Evaluation conducted by principal or other district evaluators.

2. All first-year teachers are required to have a minimum of 2 evaluations; continued probationary teachers, 2 evaluations per year (1 formal evaluation process, 1 growth plan evaluation); tenured teachers - minimum 1 evaluation per year (2 year process, 2nd year - monitoring and evaluation of professional growth plan based on 1st year's formal evaluations).

3. Includes classroom observations - number not specified.

C. Teacher Documentation

Portfolio - contents: documentation of student achievement target and supporting documentation; professional responsibilities, roles and growth activities.

III. Student Achievement

A. Requirements

Teacher and principal establish student achievement targets whereby evidence of progress is contained in the portfolio.

B. Higher Level Assessment

Increased areas of assessment are required for higher career levels.

C. Measurement

Student achievement may be assessed through chapter review tests, Iowa Test of Basic Skills, norm-referenced tests, behavioral change indicator, content mastery tests, criterion-referenced tests, holistic assessment, jury procedures, attitude surveys, volume of content/product, teacher observation checklist.

IV. Other Key Components

A. Additional responsibilities required for advancement (number and type of activities required vary with level), e.g., Essential Elements of Instruction Workshop and Classroom Management Workshop (Entry Level); district in-service participant/trainer, conferences, workshops, research, course work, publications, building committee participant/chairman, period substitute, coaching, professional organization, community liaison, special events coordinator.

B. Mandatory for new teachers.

C. Appeal by committee review.

D. Downward movement possible.

2. Mesa

I. Career Levels

A. Entry Level

Not considered Career Ladder; all new teachers; 1 year minimum; no career ladder compensation.

B. Level I - Resident Level

Minimum 1 year in-district; minimum 1 year at each step, no maximum; 2 steps per level.

C. Level II - Career Level

Minimum 3 years in-district (current); minimum 3 years teaching experience at Step 1, 6 years at Step 2, 10 years at Step 3 (to begin with 1989-90 application); minimum 1 year at each step, no maximum; 3 steps per level.

- Focus of all levels - advancement of teaching skills.

II. Evaluation

A. Criteria

Placement determined by acquisition of skills as specified by evaluation instruments.

1. Evaluation Instrument Components

a. MPS Teacher Evaluation Summary Form (includes Positive Relationship with Students; Assessing, Planning, and Implementing Instructional Needs and Strategies; Monitoring and Communicating Student Progress; and Evaluating the Instructional Program).

b. Basic Educator Skills Evaluation Form

1) Instructional Skills (planning, implementation, evaluation)

2) Management Skills (planning, implementation, evaluation)

3) Counseling Skills (planning, implementation, evaluation)

c. Advanced Level Skills Evaluation Form

1) Integration and Adaptation Skills

2) Leadership and Innovation Skills

2. Level Requirements

a. Level I

1) MPS Teacher Evaluation Form - no deficiencies

2) Basic Educator Skills - 34/56 -- 46/56

3) Advanced Level Skills - 0/0 -- 5/19

4) "Satisfactory Evaluation" - "Excellent Evaluation"

b. Level II

1) MPS Teacher Evaluation Form - no deficiencies

2) Basic Educator Skills - 56/56 -- 56/56 -- 56/56

3) Advanced Level Skills - 12/19 -- 15/19 -- 19/19

4) "Superior Evaluation" - "Outstanding Evaluation" - "Exemplary Evaluation"

B. Procedures

1. Evaluation conducted by unit administrator.

2. Includes minimum of 3 classroom observations by qualified district evaluators.

C. Teacher Documentation

1. Portfolio - to provide evidence of advanced-level skills in instruction, management, and counseling.

2. Contents: self-nomination form, district evaluation, Career Ladder evaluation forms, administrator's recommendation, evidence of student growth.

3. Evaluated by Education Selection Committee (5 peer evaluators).

III. Student Achievement

A. Requirements

Evidence of student achievement required for advancement at all levels. Career Ladder teachers themselves specify levels of assessment based on their student population and other pertinent criteria each fall. Achievement levels were approved by supervisors and district evaluators from the Research and Evaluation Department. Verification occurs in the spring.

B. Higher Level Assessment

Evidence of appropriate student achievement comprises 50% of the criteria for placement at Level I (Resident) and 33% at Level II (Career).

C. Measurement

Achievement is assessed through teacher-made assessments, unit tests, end-of-book tests, pre- and post-tests, and standardized tests.

IV. Other Key Components

A. Additional responsibilities - may include career ladder liaison, cadre, educator selection committee, professional associate (mentor), demonstration teacher, elementary instructional improvement teacher, adjunct educator, curriculum writing or planning specialized teaching projects; other.

B. Not mandatory for new teachers.

C. Appeal process - if an applicant has a procedural complaint, an appeal may be filed with the superintendent or his/her designee (a more thorough appeals process is being developed).

D. Downward movement possible.

3. Window Rock

I. Career Levels

A. Pre-Entry Level

Minimum 1 year; maximum 3 years; focus - internship and newly hired teachers.

B. Level I

Minimum 2 years; no maximum; focus - training, improving classroom performance and management.

C. Level II

Minimum 2 years; no maximum; focus - improving classroom performance and management, sharing expertise (teaming).

D. Level III

Minimum 2 years; no maximum; focus - building-level responsibilities, student achievement improvement planning, mentoring.

E. Level IV

No minimum/maximum; focus - district-level responsibilities, teacher training, mentoring, original study or student involvement improvement planning.

- Four steps within Levels I - IV.

II. Evaluation

A. Criteria

Placement determined by composite evaluation profile.

1. Composite Evaluation Profile

   a. Teacher Competencies - 40 points

   b. Student Achievement - 30 points

   c. Professional Growth - 20 points

   d. Expanded Responsibilities - 10 points

2. Level Requirements

   a. Level I - minimum 60 points

   b. Level II - minimum 70 points

   c. Level III - minimum 80 points

   d. Level IV - minimum 90 points

B. Procedures

1. Evaluation conducted by pair of evaluators on first visit and by a single evaluator on subsequent visits.

2. Includes 5 classroom observations (2 unannounced; 3 announced).

3. High and low scores are discarded; scores are averaged.

4. Qualified evaluators consist of peer evaluators, building principals, other certified administrators and non-district consultants.

C. Teacher Documentation

1. Portfolio required for evaluation which contains the following: 5 written evaluations, professional growth documentation, Teacher's Competency Growth Plan, evidence of student achievement, and expanded responsibility documentation.

2. Reviewed by 5-member placement committee.

III. Student Achievement

A. Requirements

Teacher and building principal establish methods of measurement in specific academic areas. Evidence of progress is established through the portfolio, the evaluation instrument, and a student achievement improvement plan.

B. Higher Level Assessment

Student achievement represents 30 points of 100 total points on the composite evaluation profile. Student achievement criteria are developed for higher cognitive levels of student learning.

C. Measurement

Achievement assessed through statistical analysis, pre- and post-testing and student projects.

IV. Other Key Components

A. Additional responsibilities required for advancement may include - peer coach, mentor teacher, committee participation, club sponsor, teacher consultant, student-teacher supervision, etc.

B. Not mandatory for new teachers.

C. Appeal by committee review (Appeals Committee).

D. Downward movement possible.

E. Extended service of 5 days and 10 days for Level III and IV teachers, respectively, is required for placement. These figures refer to the number of days worked in addition to the regular teaching contract days.

Phase III Districts

1. Creighton

I. Career Levels

A. Level I - Establishment

One year teaching experience in the district required; focus - establishing teaching skills and knowledge in planning, implementing and evaluating education, classroom management, and counseling programs.

B. Level II - Adaptation

Focus - adapt and integrate advanced teaching skills and advanced skills in planning, implementing, and counseling.

C. Level III - Extension

Focus - innovation and leadership in classroom instruction, management, and counseling.

- Three tracks within each level.
- No maximum time limit at each level.

II. Evaluation

A. Criteria

Placement determined by evaluation points.

1. Evaluation Components

Each level divided into 3 roles (instruction, classroom management, and counseling); each role subdivided into 3 functions (planning, implementing, and evaluating).

2. Level Requirements

a. Level I - 51 to 131 points on establishment evaluation instrument

b. Level II - 51 to 121 points on adaptation evaluation instrument

c. Level III - 12 to 36 points on extension evaluation instrument

B. Procedures

1. Evaluation process occurs upon teacher's petition for placement/advancement or the point at which the teacher has remained on a track for two years.

2. Evaluation conducted by 2 - 3 qualified evaluators; building principal acts as chairman of evaluation team.

3. Evaluation includes 1 classroom observation by the evaluation team for Level I and II. Level III requires no observation, only teacher documentation.

4. Evaluation team observation is required for the pre-conference.

C. Teacher Documentation

Documentation of activities which cannot be observed during the classroom observation is required for the pre-conference.

III. Student Achievement

A. Requirements

Specific criteria listed on the evaluation instrument for each level.

B. Higher Level Assessment

Level I requires the development and implementation of procedures; Level II requires the majority of students to meet expected progress; and Level III requires a majority to exceed. Approximate weight for placement - Level I (6%), Level II (6%), and Level III (25%).

C. Measurement

Assessed through norm-referenced tests, criterion-referenced tests, and performance-based tests.

IV. Other Key Components

A. Additional responsibilities - no additional responsibilities required for advancement; compensation available for optional additional duties, which may include coaching, club sponsorship, and workshops.

B. Not mandatory for new or continuing teachers.

C. Appeal process through review committee consisting of district-level administrator and two teachers.

D. Downward movement possible.

E. A teacher may receive stipends for demonstrating skills required at a higher level than his/her current placement.

2. Dysart

I. Career Levels

A. Level I

A teacher who has petitioned for placement and is being evaluated to determine placement.

B. Level II - Establishment Level

Focus - implementation of teaching skills, classroom management techniques, classroom strategies and assessment of academic achievement.

C. Level III - Adaptation Level

Focus - adaptation, alterations, or enrichment of teaching skills, classroom management techniques, classroom strategies, and assessment of academic achievement.

D. Level IV - Extension Level

Focus - complement of the entire academic process through various options (additional responsibilities).

- Three tracks within each level.
- No maximum time limit at each level.

II. Evaluation

A. Criteria

Placement determined by evaluation points and academic progress evaluation.

1. Evaluation Components

   a. Observed Items

   b. Documented Items

2. Level Requirements

   a. Level I - 80% to 100%

   b. Level II - 80% to 100%

   c. Level III - 80% to 100%

   d. Level IV - 80% to 100%

B. Procedures

1. Evaluation conducted by a 3-member team (2 teachers, 1 administrator) - scores are averaged.

2. Evaluation process includes two observations per year by evaluation team.

III. Student Achievement

A. Requirements

Documentation of student achievement required for advancement as evidenced in the Student Academic Progress Report (SAPR). The report will include the class or subject area, the type of actively measured evaluation method used, number of students and the number and percentage of students who receive 75% or higher.

B. Higher Level Assessment

Teachers must meet all goals in the SAPR in order to be considered for placement or to be maintained at a current level on the career ladder.

C. Measurement

Student achievement assessed through CUES tests; means, medians, and modes for G.P.A.'s; writing samples; creative projects; unit tests; journals; teacher tests; commercial tests; drop-out rates; attendance; suspension rates; and other disciplinary actions.

IV. Other Key Components

A. Additional responsibilities - evaluator training, teacher trainer, mentor teacher, workshop coordinator, curriculum development; Level III - additional responsibility; Level IV - 2 additional responsibilities.

B. Mandatory for new teachers.

C. Appeal by supervisor and appeals officer.

D. Downward movement possible.

E. A teacher may receive stipends for demonstrating skills required at a higher level than his/her current placement.

3. Fountain Hills

I. Career Levels

A. Level I - Establishment

Minimum 1 year experience to apply; 3 years per step; 8 steps within level; focus - establishment of teaching skills.

B. Level II - Adaptation

Seven steps within level; focus - variation and integration of teaching skills.

C. Level III - Integration

Six steps within level; focus - refinement of teaching skills and designing techniques, methods, and materials to meet teacher and student needs.

D. Level IV - Extension

Focus - sharing of knowledge and skills with fellow teachers.

- For Levels II - IV, no minimum or maximum years on level required.

II. Evaluation

A. Criteria

Placement and movement based on the following criteria: teacher performance evaluation; evidence of student achievement, curriculum enhancement, meeting individual student needs, professional growth, and professional options.

1. Evaluation and Instrument Components

   a. Instrument divided into 9 cells.

      1) Instruction Skills (planning, implementation, evaluation)

      2) Management Skills (planning, implementation, evaluation)

      3) Counseling Skills (planning, implementation, evaluation)

   b. Different indicators for each criterion depending on level of application.

   c. Higher levels require more advanced cells.

B. Procedures

Criteria evidenced by both classroom observation and conferencing.

1. Evaluation conducted by building principal or board-designated evaluator.

2. Evaluation process includes periodic observations by peers/administrator (minimum of 4 observations).

3. Observations include both planned and unplanned types followed by a post-observation conference.

4. Each teacher is entitled to an additional data-collecting conference where additional evidence may be submitted in support of his/her evaluation criteria.

C. Teacher Documentation for Ladder Placement and Movement

1. Portfolio contains evidence of each of the 6 criteria mentioned above under A.

2. Portfolio reviewed by placement committee (superintendent, one principal and two teachers).

III. Student Achievement

A. Requirements

Evidence of student achievement is one of 6 criteria required at all steps and levels of this plan. (This gives student achievement a percentage weight of 17%.)

B. Higher Level Assessment

All teachers regardless of level must meet the same standard of achievement: 75% of the class must show academic progress.

C. Measurement

Achievement assessed through norm-referenced tests, criterion-referenced tests, unit tests, prescription learning tests, and skill tests.

IV. Other Key Components

A. Additional responsibilities required: All levels - professional options, e.g., committee service, peer coaches, seminars/workshops, student-teacher supervision, approved course work, department/school/district projects.

B. Not mandatory for new teachers.

C. Appeal by committee review.

D. Downward movement possible.

E. Peer Analysis/Coaching Program allows teachers on all levels to observe each other and to give formative feedback to help improve teaching skills.

4. Ganado

I. Career Levels

A. Establishment Level

Eight steps within level; focus - application of basic knowledge and skills.

B. Adaptation Level

Five steps within level; focus - variation and integration of professional knowledge and skill.

C. Extension Level

Five steps within level; focus - extension of knowledge through leadership and innovation.

- No minimum or maximum years required at each level.

II. Evaluation

A. Criteria

Placement determined by evaluation score.

1. Evaluation Instrument Components

   a. Instruction (planning, implementation, evaluation)

   b. Classroom Management (planning, implementation, evaluation)

   c. Counseling (planning, implementation, evaluation)

2. Level Requirements

   a. Establishment Level - 31 to 53 points

   b. Adaptation Level - 54 to 80 points

   c. Extension Level - 81 to 102 points

B. Procedures

1. Evaluation conducted by a team of 2 evaluators (peers, administrator, or outside evaluator); teacher may choose 2 evaluators from list of at least 3 evaluators.

2. Requires evaluation cycle of 2 announced classroom observations per cycle (1 observation for teacher choosing to remain at same level and who has 3 years in-district experience per cycle; 2 evaluation cycles for a teacher with less than 3 years in-district experience or one wishing to advance).

3. Principals evaluate using Professional Responsibilities Evaluation Instrument; teacher must demonstrate skills mastery prior to his/her career ladder placement.

C. Teacher Documentation

1. Portfolio required for evaluation which contains the following evidence related to evaluation criteria: evidence of student achievement; optional point system documentation; evaluations of professional responsibilities (evaluated by principal); evaluation summary report of teaching performance; and evaluation of mentor/evaluator responsibilities. (Evaluation by C.L. Manager.)

2. Assessed by portfolio review team (1 CL mentor/evaluator from each school and 1 representative of CL Steering Committee).

III. Student Achievement

A. Requirements

Teacher develops a Student Achievement Plan (SAP) which specifies student characteristics, skills to be assessed, and methods of assessment. The teacher's evaluation team reviews prior to approval.

B. Higher Level Assessment

The student achievement component is weighted at 20% of the placement criteria. The minimum acceptable standard is 70% of the student's achieving progress toward approved objectives. Higher level skills and assessment are required for higher levels.

C. Measurement

The teacher's evaluation team reviews the completed SAP and prepares an analysis report which is placed in the portfolio to be assessed by the portfolio review team.

IV. Other Key Components

A. Additional responsibilities - extension level teachers must serve as mentors and may choose to serve as evaluators. Evaluators are eligible for additional compensation.

B. Appeal by re-evaluation by new evaluation team.

C. Not mandatory for new teachers.

D. Downward movement possible.

E. Optional point system provides additional compensation for additional responsibilities in the areas of in-service, course work, liaison, committee participation and service, and club sponsor.

5. Litchfield Park

I. Career Levels

A. Level I - Establishment

Eight steps within level; focus - application of skills learned in teacher preparation.

B. Level II - Establishment

Seven steps within level; focus - planning, implementing, and evaluating.

C. Level III - Adaptation

Eight steps within level; focus - integration and adaptation of learned skills.

C. Level IV - Extension

Six steps within level; focus - decision-making skills that will extend to other faculty members.

- No minimum/maximum at any level.

II. Evaluation

A. Criteria

Placement determined by acquisition of skills at a higher level.

1. Composite Evaluation Profile

   a. Instruction Skills (planning, implementation, and evaluation)

   b. Management Skills (planning, implementation, and evaluation)

   c. Counseling Skills (planning, implementation, and evaluation)

2. Level Requirements

   a. Level I - 4/9 Level I Skills

   b. Level II - 9/9 I, 4/9 II

   c. Level III - 9/9 I, 9/9 II, 4/9 III

   d. Level IV - 9/9 I, 9/9 II, 9/9 III, 4/9 IV

B. Procedures

1. Evaluation conducted by the principal.

2. A minimum of 2 formal observations of at least 30 minutes by the principal.

3. Observation components - pre-conference, review, observation, post-conference discussion.

C. Teacher Documentation

Portfolio is required which may include grade book, lesson plans, student files, procedural letters, pre-test/post-test scores.

III. Student Achievement

A. Requirements

The principal and the teacher will jointly establish a standard for assessment of student academic progress and identify a pool of students to be assessed by the initial pre-conference date of October 1. Teacher-performance decisions shall be made in reference to this "agreed-upon standard of assessment and pool of students to be assessed."

B. Higher Level Assessment

The standard for student progress is agreed upon by the individual teacher and the principal. A single standard is applied at all levels at the present time.

C. Measurement

Assessed through criterion-referenced tests, norm-referenced tests, content mastery tests, attitude modification, behavioral change indicators, and student projects.

IV. Other Key Components

A. Additional responsibilities - varies with level school/district programs and colleague support activities.

B. Not mandatory for new teachers.

C. Appeal process through supervisor and appeals officer.

D. Downward movement possible.

Summary

Each of the 15 pilot-test districts has developed its own program design, tailored to local direction, input and initiative. All programs contain: (1) developmental and competency steps or levels; (2) evaluation criteria for placement based on performance, personnel involved in making evaluations, quantity of classroom observations for evaluation and the variety of sources of performance assessment other than classroom observations; (3) plans and procedures for showing student achievement; and (4) other key components unique to each district.